

3. Lights, Camera, Action...The Zones in Videos

Grade: Three, Four, Five
Time: 60 minutes

Subject: Social Skills (Health)
Unit: The Zones of Regulation

Driving Question:

Have you ever considered how the zone you are in can impact others nearby?
Students increase their understanding and develop an awareness of their own behaviour affecting others.

Curriculum Outcomes: Health Strategies for Positive Personal Development and Healthy Relationships:

1. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
2. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
3. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

Tech Connection:

[Movie Clips of 4 Zones](#)

Resources/AT Tips:

Any time I am teaching, review Whole Body Listening Poster. Essential to review. [Whole Body Listening Larry Poster](#)
 Remind students about what it means to be a whole body listener.
 Students will use their personal iPads as well as the iPads in the Learning Centre.
 Remind students with LDs to utilize their speech to text feature.
 The desktop computer and Smart board are connected to view the flipped lessons.

Lesson Procedure

21st Century Skills

I do:

I introduced a series of videos or movie clips to demonstrate people in different zones. Remind students what it means to be a “Whole Body Listener”. I’ll start off my making a series of dramatic facial expressions, asking students to guess how I’m feeling each time. Continue until I stump them! Point out that it is important to read facial expressions so that we are better able to tell what other people are thinking and feeling and so we can adjust how we are acting.

find, validate
 remember, understand
 collaborate, communicate
 analyze, synthesize
 critical thinking
 evaluate, leverage
 create, publish
 citizenship

You do: Students do their check ins on the Zones Bulletin Board with their photos with Velcro on the back.

Explain to students that as you play a series of videos, they will need to hold up a coloured stick that

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correctly identifies the zones that the characters are in.	create, publish citizenship
<p>We do: Each time that I pause the playback, we will open a discussion if there isn't a consensus on the zone. Why did some students raise a different colour? Through dialogue, see if students present good arguments to back their colour choice. Check for understanding and any misconceptions.</p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>We share: When the videos are paused, allow students time to reflect and then share their thoughts on the characters' behaviour: <i>What kind of thoughts do others have when the character is in the blue zone, like Barbie in ToyStory ("good thoughts" vs "uncomfortable thoughts")?</i> <i>How do others react to the character?</i> <i>Is the way he or she acts in the Yellow Zone "expected" for the situation? (Woody and Jessie arguing)</i> <i>Is the character able to interact with others successfully when he or she is in the Red or Yellow Zone? (Snoopy and Linus)</i></p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>Differentiation Using the Zones of Regulation feelings/facial expression cards and colour board, have students work with a partner or group to classify the cards. Students play charades, acting out the feelings/facial expression cards. Visual learners will enjoy watching The Zones of Regulation Prezi</p>	
<p>Adaptations: Non readers will be paired with a higher academic, supportive student Using Apple iPad accessibility features to read text Students with LDs can use text to speech</p>	<p>Enrichment: Ask students to point out "unexpected" behaviour and how it changed the way the other characters felt (or how it changed the zone they were in). Create a pic collage of characters in the zones</p>
<p>Evaluation: Students will be evaluated using a checklist and anecdotal notes to determine their understanding of self-regulation.</p>	
<p>Teacher Reflection: Be mindful of students who have challenges identifying the feelings or emotions with the correct zone.</p>	

